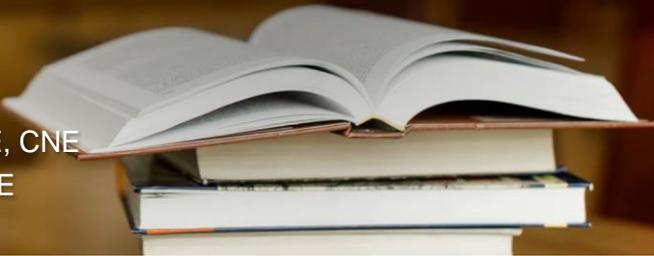


The ABCs of Clinical Judgment: Breathing New Life into Learning

Christine Heid, PhD, RN, CHSE, CNE
Janean Johnson, DNP, RN, CNE



1

Objectives



Discuss the call for nursing education to prepare students to perform clinical judgment



Examine the clinical judgment process



Explore strategies to incorporate clinical judgment in the learning environment



Participate in technology-enhanced learning activities to promote clinical judgment

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2

Responding with Poll Everywhere



Web voting



Text voting



3

In one word, describe your feelings about incorporating clinical judgment into your course

- **WORD CLOUD**



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4

Importance of Clinical Judgment



- The amount and complexity of learning that needs to occur in nursing education is often overshadowed by a focus on tasks rather than CJ skills (Mushta, Rush, & Andersen, 2018)
- Fifty percent of novice nurses are involved in patient safety events and critical incidents (Cantrell, Mariani, & Lengetti, 2020)
- Only 23% of new nurse graduate nurses are safely able to:
 - Recognize urgent changes in patient condition
 - Identify appropriate responses to manage critical changes in a patient's condition (Kavanagh & Sweda, 2017)
- Nursing knowledge and clinical judgment result in improved client outcomes (Kremer et. Al., 2019)
- Educators must incorporate learning activities that focus on development of clinical judgment, to prepare graduates for practice (Kavanagh & Sweda, 2017)

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**Clinical judgment
is linked
to 46% of tasks
performed
by entry-level nurses.**

— National Council of State Boards of Nursing (2018)



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“Clinical judgment is defined as the observed outcome of critical thinking and decision-making. It is an iterative process that uses nursing knowledge to observe and assess presenting situations, identify a prioritized client concern, and generate the best possible evidence-based solutions in order to deliver safe client care.” (NCSBN 2019)

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7

What are the six steps of the NCSBN clinical judgment model?

▪ POLLING QUESTION

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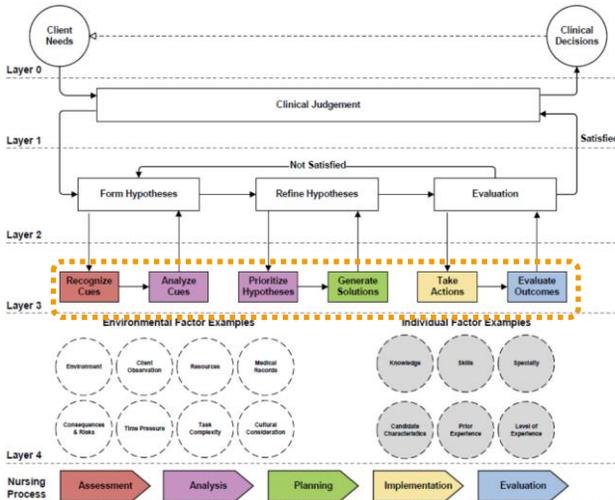


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Clinical Judgment Measurement Model



Clinical Judgment Action Model



Cognitive Function	Conditioning Factor(s)	Expected Behaviors
Action Model Template Recognize Cues	Environment Cues:	Recognize abnormal vs normal
	Patient Observation Cues:	Recognize signs and symptoms
	Medical Record Cues:	
	Time Pressure Cues:	Identify history of
	Analyze Cues	Requires knowledge of signs and symptoms of...
Prioritize Hypothesis	Can give vital signs as resource Can add time pressure for context of vital signs	Requires prioritization of condition... Address condition of...
Generate Solutions	Knowledge of conditions Knowledge of treatment for conditions with nursing intervention	
Take Actions	Experience:	Nursing Intervention...
Evaluate Outcomes	Experience:	Follow-up on labs, vital signs, assessment etc- determine improvement or worsening of condition being treated
	Patient Observation Cue:	



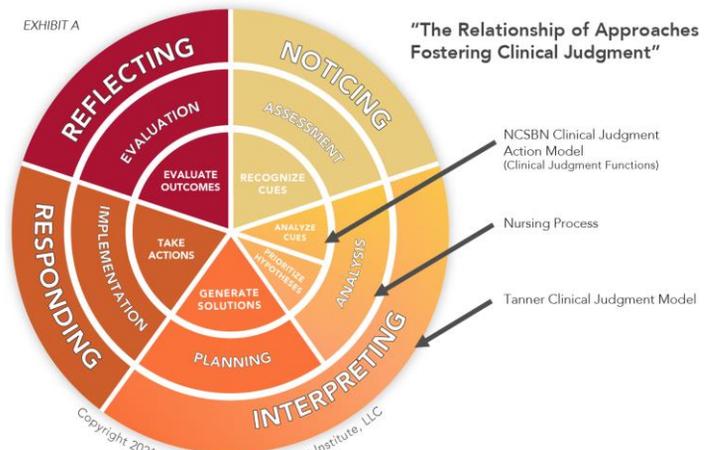
(NCSBN, 2019)

Images used with permission from NCSBN, 2020.

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Clinical Judgment Models

- Clinical Judgment Measurement Model (CJMM)
 - Measures clinical judgment on the NCLEX
- Clinical Judgment Action Model (CJAM)
 - Incorporates parts of the CJMM and expected behaviors
 - Connects what is measured on NCLEX to what is taught
- Guide for Clinical Judgment
 - Incorporates information from the CJMM and CJAM plus additional research.



(ATI Nursing Education, 2021)

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Clinical Judgment Survey

(Sommer, 2020)

Sommer (2020) reported a survey that was conducted (2018 - 2019) to identify actions that nurses perform when using clinical judgment.

- Clinical judgment functions from the Clinical Judgment Measurement Model were assessed in the survey.

Respondents

- 14 hospital-based nurse educators.
- 97 educators from schools of nursing that used ATI products.

Results

- The majority of respondents selected predefined answer options.
- Open-response results for each clinical judgment function yielded additional measurable actions.
- Multiple discussion forums took place with experienced nurse educators to review and finalize expected behaviors for each clinical judgment function.

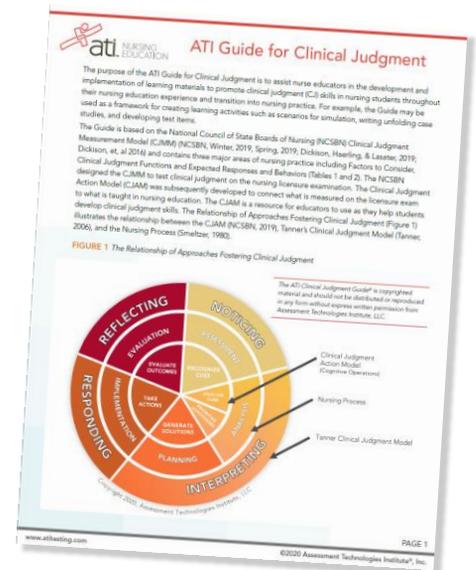
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Guide for Clinical Judgment

(ATI Nursing Education, 2021)

- **Purpose**
 - Assist nurse educators in developing and implementing learning materials that promote clinical judgment skills in nursing students.
- **Components**
 - Clinical judgment functions
 - Related step of the Nursing Process provided.
 - Aligned with NCSBN's Clinical Judgment Action Model.
 - Defines each clinical judgment function.
 - Expected responses and behaviors
 - Aligned with each clinical judgment function.
 - Nursing actions performed when using clinical judgment.



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Environmental and Individual Factors

ATI GUIDE FOR CLINICAL JUDGMENT

Factors to Consider

Table 1 displays the environmental and individual factors that a nurse must consider and how they relate to expected responses and behaviors (Table 2) for each of the CJ Functions that correspond with the cognitive operations of the Action Model.

TABLE 1: ENVIRONMENTAL AND INDIVIDUAL FACTORS

Environmental Factors	Individual Factors
Setting, Situation, and Environment (i.e., safety considerations, equipment, surroundings)	Nurse factors: (i.e., knowledge, skills, specialty)
Client observation (i.e., age, symptoms of health alteration)	Nurse Characteristics (i.e. attitudes, prior experiences, level of experience)
Resources (i.e. staffing, supplies, beds, care partners, etc.)	Cognitive load (i.e. demands on the nurse, stress, problem solving, memory)
Health Record (i.e., history, labs, vs, diagnostic tests, I&O, medications, treatments)	
Time pressure (i.e., pages, STAT medication, change in client condition)	
Cultural Consideration (i.e., language, literacy, religion, diet)	
Task complexity (i.e., level of difficulty, complicated versus simple action, number of people involved, sound delegation)	

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(ATI Nursing Education, 2021)



13

Assumptions Informing Guide for Clinical Judgment

(ATI Nursing Education, 2021)

Key assumptions serve as the foundation for the actions nurses perform when using CJ in the delivery of client care and are based on evidence commonly accepted in nursing education. (See Guide for full details.)

- **Actions and indicators** are based on best evidence, science, and empirical works, knowledge, and reflection on nursing practice.
- Experience often provides an **intuitive grasp** of a situation, which is influenced by knowledge and reflection on past events and encounters.
- Actions do not happen in isolation as CJ is an **iterative, ongoing process**.
- **Communication** is essential for CJ.
- **Collaboration** is a critical component throughout the CJ process.
- Nurses are vital members of the **interprofessional** healthcare team and collaborate with other members to implement actions to achieve desired client outcomes.
- Nurses **work with** clients and care partners to develop and implement an individualized, holistic, inclusive plan of care.
- Nurses **advocate** on behalf of clients.
- **Safety** considerations are addressed.
- Social Determinants of Health (**SDH**) influence health and overall outcomes.

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14

Cognitive Function: Recognize Cues (Assessment)

Definition

- Filter information from different sources (e.g., signs, symptoms, health history, environment).

Expected responses and behaviors

- Identify relevant information related to the client's condition.
- Use knowledge, experience, and evidence to assess clients.
- Use verbal, nonverbal, written, and electronic modes of communication.
- Recognize relevant subjective/objective client data.

Identify subtle and apparent changes in client condition and related factors.

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Cognitive Function: Analyze Cues (Analysis)



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Definition

- Link recognized cues to a client's clinical presentation and establish probable client needs, concerns, or problems.

Expected responses and behaviors

- Compare client findings to evidence-based resources and standards of care.
- Analyze expected and unexpected findings in health data.
- Anticipate illness/injury and wellness progression.
- Identify client problems and related health alterations.
- Analyze client needs.
- Identify potential complications.
- Identify how pathophysiology relates to clinical presentation.
- Identify data that is of immediate concern.

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16

Cognitive Function: Prioritize Hypotheses (Analysis)

Definition

- Establish priorities of care based on the client's health problems (e.g., environmental factors, risk assessment, urgency, signs/symptoms, diagnostic test, lab values, etc.).

Expected responses and behaviors

- Organize client assessment information according to changes, patterns, and trends.
- Use standards of care and empirical frameworks for priority setting.

Establish and prioritize client problems/needs based on the analysis of information and factors.

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17

Cognitive Function: Generate Solutions (Planning)

Definition

- Identify expected outcomes and related nursing interventions to ensure clients' needs are met.

Expected responses and behaviors

- Collaborate with members of the interprofessional healthcare team to establish client outcomes and the plan of care.
- Collaborate with client and care partners to establish client outcomes and the plan of care.
- Identify optimal client outcomes based on information and factors.
- Identify evidence-based nursing actions to effectively address the clinical situation of the client's health problem.
- Prioritize plan of care to achieve optimal client outcomes.
- Prioritize nursing care when caring for multiple clients.
- Reprioritize nursing actions as the client's condition changes.
- Modify a plan of care to assure achievement of optimal client outcomes when indicated.
- Determine the potential impact of selected interventions.

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Cognitive Function: Take Actions (Implementation)

Definition

- Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health.

Expected responses and behaviors

- Promptly and accurately perform nursing actions based on prioritized client problems.
- Implement a plan of care in collaboration with members of the interprofessional healthcare team.
- Implement a plan of care in collaboration with client and care partners.
- Accurately document client care data and information
- Incorporate client preferences and needs when performing nursing actions.
- Provide education to the client and/or care partner(s) regarding their health condition and care management.
- Participate in coordination of care with client and healthcare team.
- Monitor the client's response to interventions.



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Cognitive Function: Evaluate Outcomes (Evaluation)

Definition

- Evaluate a client's response to nursing interventions and reach a nursing judgment regarding the extent to which outcomes have been met.

Expected responses and behaviors

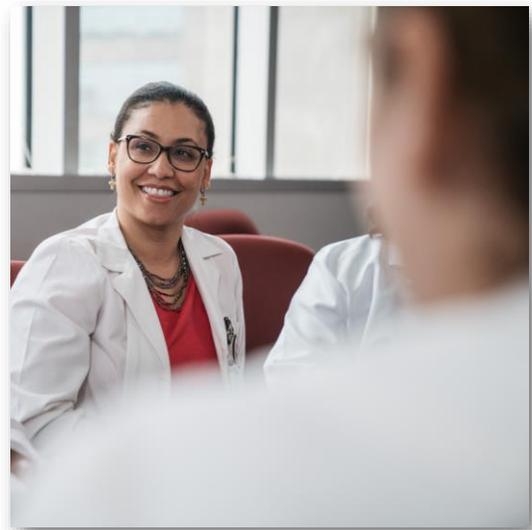
- Reassess client condition to determine achievement of expected outcomes.
- Evaluate efficacy of nursing actions to determine if client outcomes were met.
- Modify client outcomes and/or nursing actions based on the client's response and clinical findings when indicated.

Update and revise the plan of care.

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Using the Clinical Judgment
Guide
as a framework
for developing learning
activities
to promote
clinical judgment



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21

Activity: Environmental & Individual Factors

Application to practice learning activity



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A nurse with 2 years' experience on a medical surgical unit was floated to the progressive care unit (PCU) but has never worked in critical care.

The nurse is assigned to the following three clients.

- A client receiving IV medication for blood pressure support
- A client to be discharged to home post-cardiac catheterization
- A client who had a coronary artery bypass graft 2 days ago.

In small groups, consider the following:

- What individual factors should the nurse consider when planning for the client? (i.e., knowledge, skills)?
- What factors must the nurse consider when caring for this group of clients? (i.e., task complexities, supplies, time pressure)?
- How should the charge nurse plan to support this nurse in the care of this client group?

22

Activity: Factors, Cognitive Functions, Expected Responses, & Behaviors

Application to practice learning activity

Initial Clinical Scenario: The nurse is caring for William Samuels, a 74-year-old widower, admitted to the progressive care unit with a diagnosis of heart failure. The client reports worsening shortness of breath and increased fatigue over the past 3 days. The client has a persistent, nonproductive cough, and 3+ lower extremity edema. Other symptoms include bibasilar crackles. A 20-gauge IV lock is in the right hand.

Vital signs: BP 98/56, Temp. 97.4 temporally, HR 106, Resp. 32, O₂ Sat 90% on room air

Labs: BNP level 2,460 mg/mL, K⁺ 3.4, Na⁺ 136

Chest Xray: pulmonary edema

Orders: The provider has prescribed Lasix 40mg IV twice daily, and potassium chloride 10 mEq PO twice daily.



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Activity: Cognitive Functions with Related Expected Responses & Behaviors

Application to practice learning activity

Directions

1. Identify relevant subjective and objective assessment information related to the client's condition and place it in the Assessment Information box. **(Recognizing cues)**
2. Based upon assessment information, identify and prioritize the top 3 client problems. Write 1 client problem in each of the Client Problem boxes **(Analyze cues; Prioritize Hypothesis)**
3. Below each Client Problem, enter the Supporting Assessment Information.
4. Identify a potential client outcome per client problem. **(Generate Solutions)**
5. Identify important nursing interventions that should be taken to address each client problem and enter them in the related Intervention box for the associated client problem. **(Take Actions)**

Assessment Findings:

Client Problem 2: Add supporting assessment information

Interventions:

Client Problem 1: Add supporting assessment information

Interventions:

Client Problem 3: Add supporting assessment information

Interventions:

Potential Client Outcomes

- 1.
- 2.
- 3.

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Activity: Factors, Cognitive Functions, Expected Responses, & Behaviors

Application to practice learning activity

Unfolding Clinical Scenario Information

Hospital Day 3:

Mr. Samuels reports that breathing is easier at rest but continues to have shortness of breath with exertion, mild cough continues, 1+ lower extremity edema, fine bibasilar crackles noted upon auscultation.

Vital signs: BP 112/64, Temp 98.2 HR 97 RR 24, O₂ Sat 93% on room air

Labs: BNP 972 mg/mL, K⁺ 3.6, Na⁺ 141



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Activity: Cognitive Functions with Related Expected Responses & Behaviors

Application to practice learning activity, continued

Discussion Questions

1. What additional factors should the nurse include in the plan of care for this client?
 - e.g., age, religious, nursing knowledge, literacy, or cultural preferences
2. What safety considerations should be included when planning care for this client? (**Generate solutions**)
 - Fall risk (e.g., medication, age, mobility).
3. What education should the nurse provide for this client? (**Take action**)
 - Self-care, health promotion, disease management (e.g., medication, diet, activity, ADLs).
4. How will you determine if expected client outcomes are achieved? (**Evaluate outcomes**)
5. Discuss ways to modify or revise the plan of care when client outcomes are not met. (**Evaluate outcomes**)

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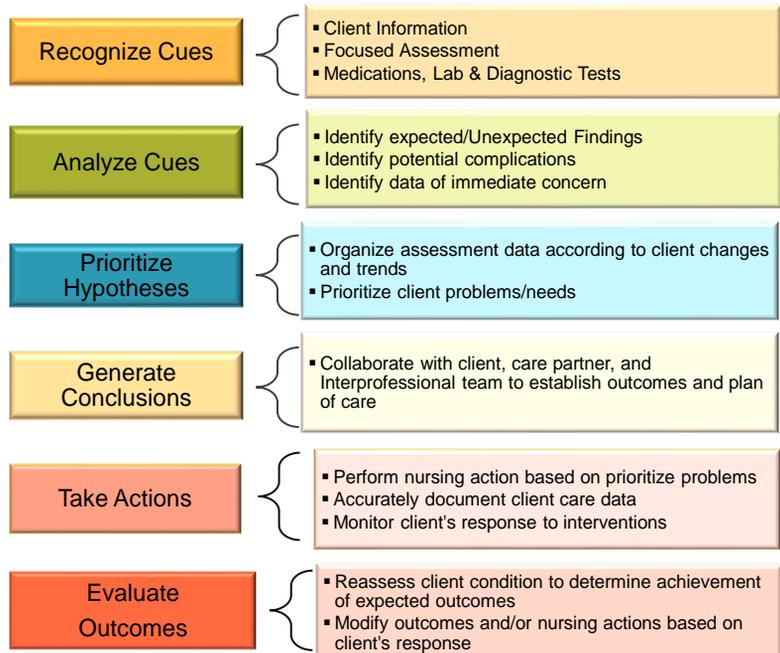


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Activity: Clinical and Simulation Strategy Journal

Application to practice learning activity

- Guidelines for journal assignment after a clinical experience
- Offer coaching and feedback



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Activity: Tree of Impact

Application to practice learning activity



Organize client data, actions, and outcomes overtime

- Assign students to identify:
 - Potential client problems and needs
 - Add to tree roots
 - Recognize Cues, Analyze Cues
 - Interventions / Responses / Outcomes
 - Add to tree branches
 - Prioritize Hypotheses, Generate Solutions, Take Action, Evaluate Outcomes
- Facilitate reflective discussion and collaborative debrief

Example 1:

- A teenage girl is 30 weeks gestation and has had no prenatal care. What effect does this have on the health of the mother and fetus?

Example 2:

- A healthcare clinic has closed. What impact does this have on the community?

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Using NGN Items for Active Learning

Application to practice learning activity

- Matrix Multiple Choice
- Matrix Multiple Response
- Multiple Response Select all that apply
- Multiple Response Select N
- Multiple Response Grouping
- Drag-and-drop Cloze
- Drag-and-drop Rationale
- Drop Down Cloze
- Drop Down Rationale
- Drop Down Table
- Highlight Text
- Highlight Table



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History & Physical	Nurse's Notes	Vital Signs	Laboratory Results
<p>0900 Client was admitted to the medical unit due to worsening upper abdominal pain and fever over the last 3 days. Vital signs: T 101.2^oF (38.4^oC), P 112, RR 26, BP 98/66, Pulse oximetry of 97% on room air.</p> <p>Patient is guarding the abdomen, reports having nausea and vomiting, and pain is worse when lying down and after eating. But has not wanted to eat the past three days. Denies shortness of breath. Breath sounds are clear. Bowel sounds are hypoactive in all four quadrants. IV Site Right Antecubital.</p>			

The nurse is caring for a client who reports worsening abdominal pain.

Which of the following assessment findings require follow-up by the nurse? **Select all that apply**

- Abdominal pain
- T 101.2^oF (38.4^oC)
 - Glucose 632
 - Pulse 112,
 - Lipase
 - Nausea
 - Pulse oximetry of 97%

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Of the strategies reviewed, which would you like to try first?

Put the strategies in the order you are considering for your class



Environmental and individual factors



Case study concept map with reflective questions



Journal strategy



Tree of impact

3 days. Vital signs: T 101.2^oF (38.4^oC), P 112, RR 26, BP 98/66, Pulse oximetry of 97% on room air.

Patient is guarding the abdomen, reports having nausea and vomiting, and pain is worse when lying down and after eating. But has not wanted to eat

Which of the following assessment findings require follow-up by the nurse? **Select all that apply**

Abdominal pain

- T 101.2^oF (38.4^oC)
- Glucose 632
- Pulse 112.

NGN items for active learning



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Creating Unfolding Clinical Scenarios for Clinical Judgment



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Lloyd (2020) suggested the use of multimodal learning opportunities, including unfolding client scenarios, fostered classroom engagement and development or enhancement of critical thinking skills in baccalaureate nursing students.

Similar to unfolding cases, the new NGN Case Study presents client information to the test-taker with information unfolding as the case study evolves (NCSBN, 2020)

Clinical judgment is operationalized using the Guide to support faculty when developing learning strategies across environments (Sommer, Johnson, Clark, & Mills, 2021)

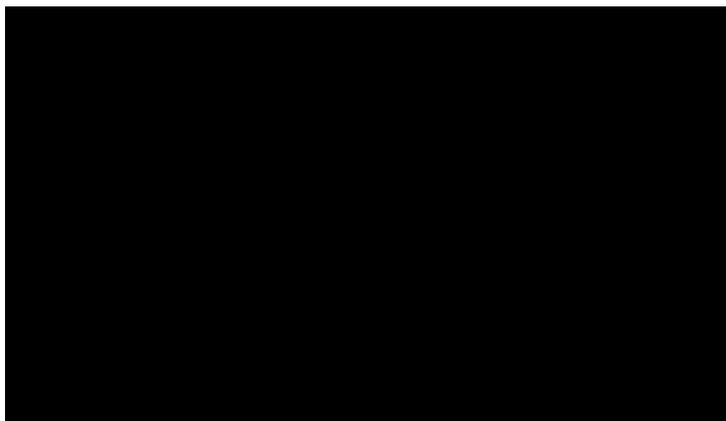
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Case Study Activity – Scene 1

Pay close attention to the subjective and objective data presented in the video.



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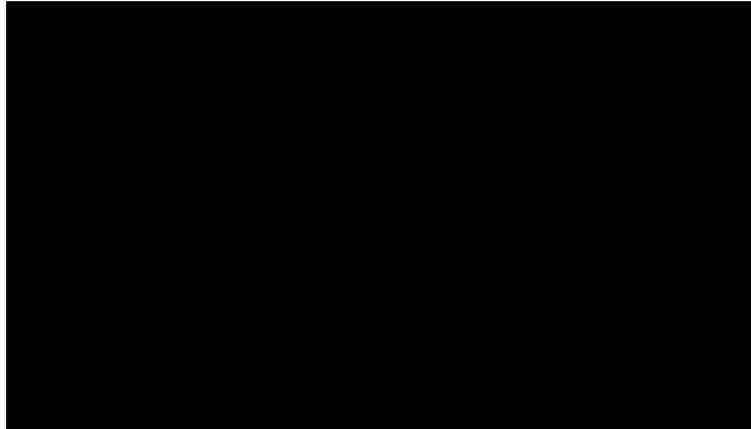


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Case Study Activity – Scene 2

Pay close attention to the subjective and objective data presented in the video



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Clinical Judgment Scenario template - Sample

Clinical Scenario				
<p>1655: This scenario focuses on a 54-year-old male client who reports having chest pain at home after shoveling snow. He <u>states</u> "my chest is tight and the squeezing won't go away even when I sit down." His wife gives him a nitroglycerin tablet.</p> <p>1725: EMS called report en route to hospital Emergency Department. 3 doses of NTG and ASA given. On oxygen 4L/min/NC, pain 8/10</p>				
Cognitive Function (Layer 3)	Factors to Consider. (Layer 4)		Client Information	Student Response
	Use this section to add additional information to unfold the scenario. Provide new information as needed for each factor		Use this section to add additional information to unfold the scenario. Provide new information as needed. (i.e., Health History, Signs/Symptoms, Findings related to lab/diagnostic results, etc., Complications, Medications, Provider Orders, I&Os, Client Response to Nursing Actions	Refer to the Scenario and additional information added to respond to question.
Recognize Cues Filter information from different sources (i.e., signs, symptoms, health history, environment).	Setting	En route to hospital via EMS	His chest pains started at 16:55. His wife gave him three doses of nitroglycerin when it started. In addition, she gave him 325 milligrams of aspirin at 17:15.	What is the subjective data? chest tightness and squeezing, hard to breath, pain
	Client Observation		VS @ 1725: 99.0F, pulse 104, RR 26, BP 96/56, 94% 4L/min/NC, pain 8/10. He has a peripheral IV access line.	What is the objective data? VS, NTG, ASA, allergies, IV access
	Setting	In ER		What are the relevant findings that is related to the client's condition? Pain with exertion, vital signs, hard to breathe
Analyze Cues Link recognized cues to a client's clinical presentation and establishing probable client needs, concerns, or problems.	Situation & Environment	Awaiting provider review	Pain assessment by Nurse Christine, patient <u>states</u> "my chest feels like it is being squeezed and it's hard to breathe" Rates pain 8/10	What are the client's problems and related health alterations? Perfusion, Oxygenation, Pain
	Client Observation		VS @ 1725: pulse 106, RR 24, BP 100/66, 96% 4L/min/NC, pain 8/10.	What data is of immediate concern? Pain, O2 4L/NC, BP
	Risk Assessment		Allergies to PCN, Peanuts, Sulfa, Shellfish	What are the potential complications? Low BP r/t administration of NTG, unrelieved pain, myocardial ischemia, pulmonary embolism, death

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Clinical Judgment Scenario template - Sample (continued)

Prioritize Hypotheses Establish priorities of care based on the client's health problems (i.e., environmental factors, risk assessment, urgency, signs/symptoms, diagnostic test, lab values, etc.).	Health Records		CXR: no fluid or pneumothorax; heart situated in anterior chest under sternum with no enlarged heart shadows. No rib fractures or tumors. The aorta and aortic arch has calcification and appears intact with no dilation of the artery	What are the changes, patterns, and trends in the client's health condition? BP remains low normal, pulse slightly elevated, requires 4L of oxygen, pain remains despite medication; ST elevation with positive cardiac enzymes, no significant findings on CXR
	Client Observation		VS 1730: pulse 102, RR 22, BP 98/60, 96% 4L/min/NC, pain 8/10	What are the client's priority problems? Perfusion, Oxygenation, Pain
	Health Records		12-lead EKG: prolonged p wave, PVCs, ST elevation; Labs: CK 0 mg/L, Troponin T 0.2 ng/mL, Troponin I 0.06 ng/mL	
	Health Records		Diagnosis of ST-Elevation Myocardial Infarction	Collaborate with the healthcare team, client, and care partners, to establish a client outcome(s). Provider, family, cath lab team to treat MI and manage pain
Generate Solutions Identify expected outcomes and related nursing interventions to ensure clients' needs are met.	Health Records		VS 1735: pulse 104, RR 22, BP 102/68, 97% 4L/min/NC, pain 8/10	Establish a plan of care. Determine allergies, provide education to patient and family, prepare for cath lab, consider individual preferences and needs
	Client Observation			What potential nursing actions should be included in the plan of care? Administer morphine for pain, verify consent for PTCA, frequent monitoring of VS, O2 and telemetry
	Cultural Considerations			What is the potential impact of the previously identified nursing actions? Hypotension r/t morphine; 60-minute door to intervention time frame (already 10 minutes in)
	Choose a Factor			



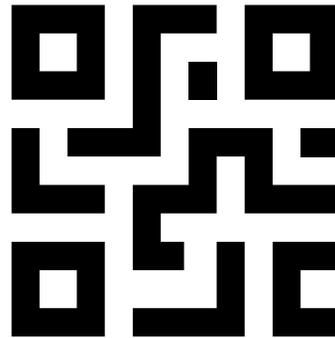
Clinical Judgment Scenario template - Sample (continued)

Take Action Implement appropriate interventions based on nursing knowledge, priorities of care, and planned outcomes to promote, maintain, or restore a client's health.	Situation & Environment	Prep for cath lab	1735: Dr. Patterson obtained informed consent for percutaneous transluminal coronary angioplasty with balloon dilation and stent placement	What nursing actions should be performed first based on the client's problems and needs? obtain consent, administer morphine
	Risk Assessment		Prepare for catheterization lab	What responses should you monitor the client for based upon the nursing actions provided? Complications of cardiac cath: bleeding, re-perfusion, allergic response to dye; hypotension r/t morphine
	Health Records		MAR: Morphine 2mg IV Q10min for moderate to severe pain Benadryl 25-50mg IV Benadryl 25-50mg IV 0.9%NaCl IV @ KVO	What patient education should be provided based on the client's problems and needs? educate pt and family of pre and post cardiac cath care
	Choose a Factor			What coordination of care with members of the healthcare team, client, and care partners was included? Notify cath lab team/supervisor
Evaluate Outcomes Evaluate a client's response to nursing interventions and reach a nursing judgment regarding the extent to which outcomes have been met	Client Observation		VS 2100 Temp 96.8F, pulse 96, RR 14, BP 112/66, 98% 2L/min/NC, pain 0/10 Telemetry: Sinus rhythm with PVCs	What information did you collect to determine if the client outcomes were met? VS, post-cath assessment, cardiac rhythm, interview with client, post-procedure note
	Situation & Environment	Post-cath recovery	Nurse Rodney performs post-cath assessment. Vascular closure site dry and intact right groin, no hematoma noted, 2+ pulses PT/DP. Pain 0/10	What modification to the client outcomes were made based upon information collected when reassessing the client? Administer Benadryl r/t dye used during cath procedure
	Client Observation		Client reports itching and coughing after procedure. Pt states "It feels like I'm coming down with a cold, and my nose is kind of stuffy, and I can't quite catch my breath"	What modifications did you make to client outcomes and plan of care based upon the client's response to the nursing actions? Continue monitoring client allergic response, teach patient to apply pressure at groin site when coughing
	Client Observation		VS 2110 pulse 98, RR 20, BP 118/70, 96% 2L/min/NC, pain 0/10	



Group Activity: Clinical Judgment Scenario Development using Template

1. Scan the QR code to download the Word version of the “Clinical Scenario Template”
2. View the Case Study Videos
3. Using the provided “Clinical Scenario Template”, develop a clinical judgment scenario



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WORD CLOUD

What is one word to describe how you are feeling NOW about bringing clinical judgment learning activities into your course?



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Applying the ABCs of Clinical Judgment

TIPS AND TRICKS



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- A. Brainstorm a client situation related to the learning objectives for your class, lab, or clinical
- B. Consider how the situation unfolds so that all 6 clinical judgment functions are addressed
- C. Include environmental and individual factors as appropriate for the level of the learner

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